

# SET UP FOR SUCCESS

*Getting off to a good start*

## **Zone In**

### **One Minute Review**

1. Ask for volunteer reviewer to review CD, TV show, book, movie, etc.
2. Give 2 minutes to think.
3. Give 1 minute to present: facts (who, what), opinions, recommendations.
4. Ask if others know the thing reviewed. Do they agree/disagree? Want to follow the recommendation?

## **Topic**

### **Set up for success in class**

(Materials: **Set Goals** ◇◇◇)

## **Introduction**

**Ask:** What advice would you give a friend who wants to turn over a new leaf this year and be a good student?

Sample answers:

• do homework	• ask friends and teachers for help
• go to class	• study a little bit every night
• take organized notes	• have the right materials

**Explain:** YOU are responsible for doing well!

- Have the right materials: separate notebook for every class; assignment book or notebook section; pens, pencils, calculator, other.
- Get there prepared. Go to class; bring notebooks, pens, pencils, and books; do your homework and hand it in; review notes from the day before just before class begins.
- Be there. Show up—it's half the battle. Sit near the front and sit up—there's less distraction and it's easier to pay attention. Listen. Take notes—label each page with the date and subject. Ask questions and give answers.
- Stay on track. Write down assignments. Set a schedule and follow it.

## Activity

### ***Body Language Says It All***

**Tell students:** You say a lot without even speaking a word. The way you walk in, sit down, and act in class speaks loudly and clearly.

**Ask:** What are some examples of messages sent through body language?

### **Role Play**

1. Ask for a volunteer to act as “teacher.”
2. Go around and secretly assign students roles as “super-prepared and eager,” “prepared,” and “unprepared,” “out to lunch.” (Write each role on a sheet of paper; go around and point to the role you want the student to take.)
3. Leave some students to be the audience.
4. Have the “students” leave as a group. Then have the “teacher” call them in and tell them to take a seat. Each “student” should walk in and sit down according to his/her assigned role. They should act their role without saying a word.
5. Have the teacher and the “audience” guess who had what role.

Distribute and have students complete **Set Goals** ◇◇◇ independently and share results.

## Wrap Up

Will you change your routine after taking this Clinic?

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